

Dr. Joe Schaffer

DATE: May 25, 2016

TO: LCCC Board of Trustees

FROM: Dr. Joe Schaffer, President

CC: President's Cabinet

RE: FY16 Goals2 792 reW*nBT/F1 11.04 Tf1 0 0 1 129.62 503.35 Tm0 g0 GecpEf1 0 0 1 125s

Next, I will provide an analysis of how well I believe I did at achieving the goals we set out for me this

Last year was the first full launch of the new advising model and center at LCCC. As with any new program or service, initial implementation is never perfect from the onset and can always be improved. This is inherent in our commitment to continuous improvement. In the coming year I will work closely with leadership in student services to improve and strengthen the most recent high impact practices in the area of student advising and student engagement with specific attention given to areas such as stude

electronically in addition to paper and fax. Electronic transcripts can be delivered within 24 hours of the request. This partnership reduces the time and cost to our students. In Financial Aid, Financial Aid Director Julie Wilson has been awarded Ellucian's eContributor of the Year. She and her team have also helped our students capture more of the Hathaway Need-Based Aid than any other institution in the state, in part due to their tenacious efforts to increase the number of LCCC students completing the FAFSA.

These are just a few examples of the work being done in Student Services that have continued to improve the experience and support students can expect from LCCC.

Key Contributors Vice President Judy Hay, Financial Aid Director Julie Wilson and Financial Aid staff, Admissions and Welcome Center Director Sarah Hannes and Admission staff, Dr. Kathryn Flewelling and the Student Success and Planning staff, One-Stop Coordinator Alli McCown, Student Services Business Analyst Julie Gerstner, IT Services staff, and Registrar Stacy Maestas and Student Records staff.

Institutional Research Director

anticipated, I will carry this goal into the next fiscal year. One thing worth noting: Given our current and pending budget constraints due to revenue reductions from State and local budget cuts, people have asked if it is wise that we move forward with this project because of limitations in our ability to make major salary/wage adjustments. While that may certainly be true to some extent, the project is far more comprehensive and ultimately will help us set the foundation for our administrative procedure on compensation, while also assisting us in the development of operational practices such as a job re-analysis process, desk manuals for the compensation placement, process, creating a dichotomy of job families and titling, etc. Thus, the work of this study is actually more important now as we move forward with the continued structural improvements to our organizational design.

Key Contributors Executive Director Tammy Maas, Librarian Meghan Kelly, ACC Psychology Instructor Jonathan Carrier, Accounting/Business Instructor Jeri Griego, Accounting/Payroll Services Supervisor Pam DeMartin, Facilities and Events Program Assistant Melissa Gallant, Benefits Specialist Dorothy Moen, Recruitment and Hiring Specialist Tara Rood, HR Specialist Mindy Layson, Development and Training Specialist Bobby Baker, Architectural Maintenance Technician David Vinatieri, Procurement and Contracts Director Jamie Spezzano, and Institutional Projects Coordinator Janet Webb.

LCCC has taken on a leadership role in the state with regard to curriculum alignment and articulation with our educational partners. This has been driven by elements of our strategic plan, goal two, pertaining to student transitions. In the coming year I will work with the campus to continue the formalization of programmatic articulation agreements, as well as alignment with K12. In addition, this goal will lead us to better documentation, reporting, and promotion of articulated pathways and academic partnerships.

I am very proud of the work that continues in regard to articulation agreements. Our academic administration and faculty have worked diligently on shaping and successfully negotiating articulation agreements with our university partners, specifically UW. I believe LCCC continues to lead the state in the number of signed articulation agreements with UW, and as I have shared previously, our initial documentation continues to be the model used by the entire state. To date, there are 19 programmatic articulation agreements in place, out of our 26 programmatic areas.

One update I do want to share is the recent signing of a general education articulation agreement between LCCC and UW. This agreement essentially creates a 1=1 arrangement whereby students who complete the LCCC General Education Transfer Block can transfer to UW having completed the UW University Studies Program (except for one upper division COM3 course). This is the first of this type of agreement in the state and allows for earlier transfer to UW without an associate's degree, but still allowing for a seamless transition and satisfying the general education requirements of both

mic Standards Committee leadership, specifically Crystal Stratton, as well as Kari Brown-Herbst, should be credited for this accomplishment as they helped shepherd it through the prolonged process.

Finally, we are making progress with our articulation work with our school district partners. You are aware of the work we have done in LCSD#2 on the alignment of our mathematics curriculum, and that good work continues. I understand we have plans to take a similar approach with aligning our English curriculum as well this spring.

In the coming year, I will work with LCCC leadership and the Trustees as appropriate to create a plan and begin its implementation for the purposeful development of LCCC employees, so they may be more competitive when advancement opportunities present themselves. In addition, the plan needs to prepare more existing LCCC employees for stepping into advanced roles at the College when the institution is in emergent need. This process should develop abilities and attributes' profiles for leadership positions at the College, as well as suggest different approaches for internal professional development of employees who may aspire to taking on increasing responsibilities and/or levels of leadership. The process should also define institutional approaches for tracking and inventorying skills and attributes developed.

Personnel, specifically in the areas of compensation and benefits, make up nearly 80 percent of the College's annual operating budget. Over the next year, we will be working through the development of a comprehensive salary and classification study that was launched in FY16. The results of this work will lead toward a strategic model and process for placement and adjustment to employee compensation and classification at the College. This should include market analyses, inflationary assessments, or merit-based compensation components, as well as job families and titling, and administrative processes with accompanying documentation. This goal continues to tie nicely to our strategic plan and our strategy to update the College's compensation policy, procedure, and practices.

Over the past few years, the College has been focusing efforts on establishing a strong, underlying structure for LCCC's programs and curricula. We have focused on much of the "how" to offer academic programs, with an emphasis on the inclusion of general education, program size, sequence,